



## South Hill Primary School – Music overview

### School vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning.

### Music

To develop pupils confidence as musicians, having been exposed to a vast range of music and creative opportunities. To understand and respect the differences and similarities between different styles of music and to express opinions about music, whilst justifying their reasons.

Intent	Implementation	Impact
<p>At South Hill, we follow the National Curriculum for Music and use 'The Learning Challenge Curriculum' (The Weave) for our progression of skills and knowledge across the school. Throughout our Music curriculum, we plan to inspire children's curiosity and interest to explore the different genres of music. We wish to give them opportunities to experiment with music as a form of self-expression.</p> <p>Our intent is to deliver a Music curriculum:</p> <ul style="list-style-type: none"> <li>• <b>For pupils to develop as performers</b></li> <li>• <b>To ensure pupils listen to music from different styles and cultures</b></li> <li>• <b>To encourage children to see the world in a different way, through music and creativity</b></li> <li>• <b>To build and apply their knowledge of pitch, rhythm, tempo, timbre and texture</b></li> </ul> <p>The sequence for our Music topics, showing our progression of skills and knowledge throughout the school, are mapped out in our:</p> <ul style="list-style-type: none"> <li>• <b>Music long term plan</b></li> <li>• <b>Music action plan</b></li> <li>• <b>Music Knowledge organisers</b></li> <li>• <b>Music progression document</b></li> <li>• <b>Music Subject policy</b></li> </ul> <p>Through our teaching of Music, we want all of our children to develop a mastery of the following skills:</p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Composing</b></li> <li>• <b>Appraising</b></li> </ul>	<p><b>In the EYFS</b>, the building blocks to Music are taught through 'Communication and Language', Physical development and 'Expressive Arts and Design'. Children listen carefully to rhymes and songs and join in with actions and movement. They sing in a group, try to move in time with the music and explore and engage in music making and dance, performing together.</p> <p><b>In Key stage 1</b>, pupils use their voices expressively by singing songs and speaking chants and rhymes. They learn to play tuned and untuned percussion instruments musically. They listen with concentration and understanding to a range of high - quality live and recorded music. They experiment with creating, selecting and combining sounds.</p> <p><b>Key stage 2</b>, pupils are taught to play and perform in solo and group contexts, using their voices and playing instrument with increasing accuracy, fluency, control and expression. They have opportunities to improvise and compose music. They listen with attention to detail. They use and understand staff and musical notations. They appreciate and understand a wide range of live and recorded music from different traditions and from great composers and musicians. They begin to develop an understanding of the history of music</p> <p><u>Teaching and learning sequence for Music</u>  <b>Inspire/ Cultural capital</b></p> <ul style="list-style-type: none"> <li>• Hook/ inspiration lesson to immerse the children in their new topic and to promote a love of learning and love of Music itself i.e. introducing Ukulele in Year 3</li> </ul> <p><b>Performing, Appraising and Composing</b></p> <ul style="list-style-type: none"> <li>• Encourage the pupils to be imaginative and creative thinkers, through open ended tasks and composition opportunities</li> <li>• Giving opportunities for solo, group and class performances.</li> </ul> <p><b>Clear learning journey</b></p> <ul style="list-style-type: none"> <li>• A clear learning journey(Knowledge organisers), from EYFS to Year 6, where skills and knowledge and build upon continually</li> <li>• Revisit learning regularly to ensure children can make links between different key strands of music vocabulary covered so they can commit this to their long term memory</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Mastery curriculum where pupils deepen and develop their understanding</li> <li>• Pupils acquire skills and knowledge to understand, describe and appraise music for themselves.</li> </ul> <p>In every lesson, teachers will:</p> <ul style="list-style-type: none"> <li>• <b>Ensure lessons are accessible for all pupils</b></li> <li>• <b>Promote British values</b></li> <li>• <b>Use regular 'Assessment for learning'</b></li> <li>• <b>Use a range of high quality musical recordings and performers</b></li> </ul>	<p>Pupils will be assessed by teacher's reviewing skills and knowledge taught from the NC and Weave. This will be recorded termly using our 'Foundation assessment tracker'</p> <p>Pupils will have developed musical knowledge and skills to help them perform, compose and appraise.</p> <p>Pupils will fulfil the requirements of the National Curriculum and become competent Musicians who are enthusiastic and engaging performers whilst at South Hill.</p> <p>The impact of the Music curriculum will be evidenced through continuous and effective monitoring by the subject leader and SLT, through:</p> <ul style="list-style-type: none"> <li>• <b>Action plan</b></li> <li>• <b>Learning walks</b></li> <li>• <b>Pupil voice</b></li> <li>• <b>Staff voice</b></li> <li>• <b>Class and Year group Productions</b></li> <li>• <b>Lesson studies</b></li> <li>• <b>Performance clips</b></li> <li>• <b>Staff CPD</b></li> <li>• <b>Effective planning</b></li> </ul>

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